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Career Services Usage: An Analysis of Efficacy and Contextual Barriers' Influence

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HONORS PROJECT

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Abstract

Higher education institutions nationwide have begun providing their students with career services centers to assist them with professional development workshops, career consultations, and useful resources. Despite this, many college graduates leave without ever having utilized them. Previous research regarding career services has identified that social stigmas and lack of awareness negatively impact students' usage of career service centers (Fouad et al., 2006). However, there is no existing research that examines the effects of contextual barriers or efficacy (e.g. self-efficacy, career search efficacy) in conjunction with subjective norms and awareness of services on the usage of career services. This study examined the influence of perceived behavioral control, via the theory of planned behavior, and contextual barriers (e.g. perceived and objective contextual and environmental factors that can hamper career progress) on college students' usage of available career services. In addition, analysis of students' post-graduation career optimism, outcome efficacy regarding career services usage, and career search efficacy were examined to identify any influence or relationship they may have on students' career preparation was conducted on the 237 college participants at a mid-size Midwestern University.

Keywords: perceived behavioral control, contextual barriers, career preparation, efficacy

Career Services Usage: An Analysis of Efficacy and Contextual Barriers' Influence

According to the National Center for Education Statistics (2012) approximately 56 percent of first-time, full-time students obtained a bachelor degree at a four-year institution within six years. However, graduation rates do not provide an accurate measurement for the post-collegiate success of these individuals. Not only have studies indicated that college students maintain a stress level higher than normal, but there has also been an increase in stress caused by career indecision (Fouad et al., 2006). This increased stress over career indecision is only compounded by the fact that graduating from college in a bad economy has negative long-term affects on wages (Kahn, 2010). These difficulties have been partially assuaged by the availability of career services, which aim to help students develop career-related goals, skills, knowledge, and experiences.

Previous research has indicated that universities' recent move to offer these services has assisted them in increasing their graduates placement rates (Combs, 2001; Gigliotti, 1994) However, despite the availability of these services (e.g. resume critiques, job search assistance, interview preparation, etc.) not all students utilize their university's career center as a method of career preparation. Drawing from the theory of planned behavior (O'Keefe, 1999; Ajzen & Fishbein, 1980) and literature on career development (Arnold et al., 2006; Allen, Van Scotter, & Otondo, 2004), this study aims to examine the effects of contextual barriers and efficacy (e.g. self-efficacy, career search efficacy) in conjunction with subjective norms and awareness of services on the usage of career services.

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There is no existing research that examines the effects of contextual barriers or efficacy (e.g. self-efficacy, career search efficacy) in conjunction with subjective norms and awareness of services on the usage of career services. This study has the potential to contribute to the theory of planned behavior through the addition of a contextual and perceived barrier component, potentially expanding and further clarifying the interrelations between its current components (e.g., attitudes, subjective norms, and perceived behavioral control) and behavioral intent. Furthermore, the data gained from this study can be utilized in developing a prescriptive approach for career centers to utilize in increasing student usage of their services. The data will allow career development services to better identify what changes in approach must be made to positively influence student usage, and thus their effectiveness and positive impact upon their target audience.

Theory of Planned Behavior and Barriers

The theory of planned behavior (O'Keefe, 1999) with the addition of an added barrier component and analysis of students' outcome efficacy, career optimism, and career search efficacy can help to explain students' behavioral intent to use (or not use) career services available to them (Figure 1). The theory of planned behavior (TPB) has often been used as a model for understanding the behaviors of college students' both academically and professionally (Shook & Bratianu, 2008; Lin, 2010; Jaidi, Hooft, & Arends, 2011). It argues that attitudinal (the attitude toward the behavior), normative influences (e.g. subjective norms) and perceived behavioral (PBC) are the main influencers of behavioral intention. Generally, the stronger the behavioral intent, the more likely the behavior is to be carried out (Ajzen, 1991). The theory, an extension of the

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theory of reasoned action (TRA)(O'Keefe, 1999; Ajzen & Fishbein, 1980), differs from TRA through its inclusion of a perceived behavioral control component.

This perceived behavioral control component differs from actual behavioral control because it focuses on the individual's perception of the ease or difficulty in performing the behavior in contrast to actual behavioral control (i.e., access to necessary resources and opportunities) (Ajzen, 1991). PBC can be most closely associated with the concept of perceived self-efficacy where one's confidence in their ability to perform an action has been found to be influential on the likelihood of the completion of that action (Badura, Adams, Hardy, & Howells, 1980; Ajzen, 1991, Williams & French, 2011).

This component of TPB is utilized within the broader framework and relationship between attitudes, or the extent to which a person has a positive or negative perception of the behavior (i.e., usage of career center services; "Getting feedback from the Career Center would help me do better in applying for jobs:), and subjective norms,(i.e., perceived societal pressure to either participate or avoid participation in these services; "my close friends would be in favor of my using the Career Center"). Previous research has validated the importance of perceived behavioral control in predicting the intention of job pursuits (Arnold et al., 2006; Allen, Van Scotter, & Otondo, 2004), but no study has examined its application to job preparation. Additionally, there is no existing research that examines the effects of contextual barriers or efficacy (e.g. self-efficacy, career search efficacy) in conjunction with subjective norms and awareness of services on the usage of career services.

Analysis of students' perceptions of contextual barriers to career center usage in this study will be completed through an added contextual barrier component derived from

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social cognitive theory (SCT; Bandura, 1977, 1986, 1997) that was previously lacking in the perceived behavioral control model (O'Keefe, 1999). The theory has been utilized as a method of understanding the career development process (Lent, Brown, & Hackett, 1994) while considering environmental factors such as gender, ethnicity, social support and contextual and perceived barriers. Contextual barriers can be both objective (e.g., quality of education) and perceived (e.g., estimation of challenge level) and researchers have reported contextual barriers as a key dimension in career indecision (Lent, Brown, Hackett, 2000; Swanson, Daniels, Tokar, 1996; Glasgow, 2009). For example, Lent, Brown, and Hackett identified parental behaviors, peer influences, social support, economic conditions, and obligations as potential barriers to behavioral intent (2000). The addition of this component will more thoroughly measure the factors that influence behavioral intent (e.g., intent to use career center services) than the current components of TPB could do alone.

While previous research regarding career services has identified that social stigmas and lack of awareness can negatively impact students' usage of career service centers (Fouad et al., 2006) it is also true that students' perception of barriers to career-related information seeking (e.g., Julien, 1999) and perception of control (e.g., Duffy, 2010) can negatively affect information seeking regarding career preparation. I proposed that if these perceived barriers are associated with other factors (e.g., awareness and subjective norms) that influence students to avoid career services, they (e.g., barriers) will have negative ramifications for career service centers' ability to access and aid students.

Career Search Efficacy & Outcome Efficacy

Saks and Ashforth described job search efficacy as an individual's perception of their ability to perform various job search behaviors (e.g. identify career opportunities, conduct interviews, networking etc.) and gain employment (2000). Additional research has indicated that career search efficacy can be increased when the individual has attained their target behavior (Solberg, 1998). For example, for individuals who desire interview skills, role-playing that experience can provide them with facilitated feedback and the ability to model their efforts off of another's career search activities (Tarigan & Wimbari, 2011). University career centers provide students with a method of developing these skills, and in today's job market, graduates are expected to engage in career self management (e.g. to actively seek any means of career development or training to make themselves more competitive) (King, 2004).

For individuals who perceive their career search skills as less competitive than their peers, career centers provide students with a starting block for career self-management. However, do students perceive that university offered career services positively impact their career preparation? While students may be influenced to use, or not use, career services due to perceptions of their own career search efficacy, perceptions regarding the outcome of career services usage can also play a role. In the context of career preparation, outcome efficacy refers to the belief that one's actions will benefit them professionally (Elder, et al., 2007). Perceptions of utility in using offered career center services (e.g. getting their second opinion will/will not benefit them) could influence the behavioral intent to use said services.

Hypothesized Model

Based on the preceding rationale, the following model is hypothesized (see Figure 1). First, self-efficacy will positively predict subjective norms (H1a), and negative subjective norms are associated with negative outcome efficacy (H1b). Attitudes predict perceptions of barriers to career center usage (H1c). Additionally, outcome efficacy will positively predict perception of barriers (H1d), while barriers will negatively predict career center usage (H1e). Finally, self-efficacy will positively predict participants' career center usage (H1f).

Additionally, I predict that:

H2: Higher career search efficacy will negatively correlate with the behavioral use of the university's career center.

Career Optimism

Hauw and De Vos (2010) defined career optimism as a factor that is indicative of "an individual's positive interpretation on his/her opportunities in the labor market." Today's current economic conditions have had an impact on soon-to-be graduates' perceptions of post-graduation realities. College costs have increased 27 percent between 1993 and 2005 alone (Rothstein & Rouse, 2011); research has also indicated that graduating from college in a bad economy has negative long-term effects on wages (Kahn, 2010). It is hardly surprising that students graduating in an economic recession report lower levels of career optimism (Hauw & De Vos, 2010).

Methods

Sample & Procedure

Participants were recruited from undergraduate courses at a mid-size Midwestern University. The survey was administered online through a secure research survey website (i.e., Survey Monkey) and the final sample included 237 undergraduate students. Of these participants 156 (66%) were female and 81 (34%) were male. Participants ranged in rank from seniors (25.9%), to freshmen (12.5%), sophomores (16.5%), juniors (29%), and graduate students (7.5%). Participants were predominately Caucasian (89%); others were Black (7%), and American Indian or Alaska Native (3%), and Asian (1%).

Measures

Drawing from the theoretical framework of O'Keefe's (1999) TPB and the literature on career development, this study examines how individual and contextual factors influence college students' behavioral intent to utilize their university's career services. The variables measured in this study include self-efficacy, subjective norms, career optimism, perceived barriers and benefits, career search efficacy, and outcome efficacy.

Self-Efficacy. Self-efficacy was measured using fifteen items adapted from Shin (2001) where participants indicated the degree to which they felt they were able to utilize career services on a scale ranging from 0 (*no confidence*) to 100 (*full confidence*). One sample item included "when I have other time commitments." The items had good reliability ($\alpha=.88$, $M= 34.81$, $SD= 17.68$) and were averaged to form a scale with a high score indicating higher self-efficacy.

Attitudes. Attitudes were measured using 20 items adapted from Aarons, Cafri, Lugo, and Sawitzky (2012) with responses ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). One sample item included “Going to the Career Center makes it easier to connect with employers.” The items had good reliability ($\alpha=.86$, $M= 2.69$, $SD=.55$) and were averaged to form a scale with a high score indicating more positive attitudes.

Subjective Norms. Subjective norms were measured using 6 Likert-type items adapted from Quine and Rubin (1997) with responses ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). One sample item included “My close friends would be in favor of my using the Career Center.” The items had good reliability ($\alpha=.69$, $M= 3.73$, $SD= .59$) and were averaged to form a scale with a high score indicating higher subjective norms.

Career Optimism. Career Optimism were measured using 11 Likert-type items adapted from Rottinghaus, Day, and Borgen (2005) Career Futures Inventory scale, with responses ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). One sample item included “I am unsure of my future career success.” The items had the following reliability ($\alpha=.52$, $M= 3.47$, $SD=.40$) and were averaged to form a scale with a high score indicating higher career optimism.

Perceived Barriers & Benefits. Participants’ perceived barriers and benefits were measured using 19 Likert-type items adapted from Zheng et al. (2012) with responses ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). One sample item

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included “Going to the Career Center will help me reduce the time I spend looking for a job or internship.” The items had good reliability ($\alpha=.75$, $M= 2.53$, $SD=.29$) and were averaged to form a scale with a high score indicating higher perceptions of barriers.

Career Search Efficacy. Career Search Efficacy was measured using 14 items adapted from Solberg et al. (1994) with responses ranging from 0 (*no confidence*) to 10 (*complete confidence*) to indicate their confidence in their abilities to complete certain actions. One sample item included “Identify an employer with job opportunities that you want.” The items had good reliability ($\alpha=.94$, $M= 8.65$, $SD=.1.36$) and were averaged to form a scale with a high score indicating higher career search efficacy.

Outcome Efficacy. Outcome Efficacy was measured using 7 Likert-type items adapted from Elder et al. (2007) with responses ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). One sample item included “Using services offered by the Career Center will improve your chances of getting a job.” The items had good reliability ($\alpha=.84$, $M= 3.93$, $SD=.58$) and were averaged to form a scale with a high score indicating higher general self-efficacy.

Procedure

Students at the mid-size Midwestern University were contacted through a university wide email notification system (i.e., campus updates), inviting them to participate in an Internet survey. Additional students were given the survey link from their instructors with the potential to earn extra credit in their respective course for

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participation in the survey. Both the campus update and instructor facilitated information informed students that this study was about “career center usage and optimism about post-graduation success” and that it would require 10 to 15 minutes to complete. The scales were randomly presented to each participant using the secure survey software. Additional questions were included to analyze students’ usage of particular career services and their knowledge of the career center’s location. In return for the participants’ help, they could register for a drawing to receive a \$10 gift card. The survey data was kept separate from both the incentive entry list and extra credit list.

Results

Table 1

Bivariate Zero Order Correlation Matrix for All Variables

1	1.00							
2	.17**	1.00						
3	-.03	-.10	1.00					
4	-.11	-.03	.59**	1.00				
5	.11	.19**	-.20**	-.17**	1.00			
6	.08	.28**	-.01	.12*	.22**	1.00		
7	-.02	.26**	-.07	.16*	.26**	.52**	1.00	
8	-.01	.00	.00	-.04	.04	.11	.03	1.00

1- Career Center Usage; 2- Self-efficacy; 3- Attitudes; 4- Barriers; 5- Career Search Efficacy; 6- Subjective Norms; 7- Outcome Efficacy; 8- Career Optimisim
 $p \leq .05$; ** $p \leq .01$; two-tailed

Key Findings

Figure 1

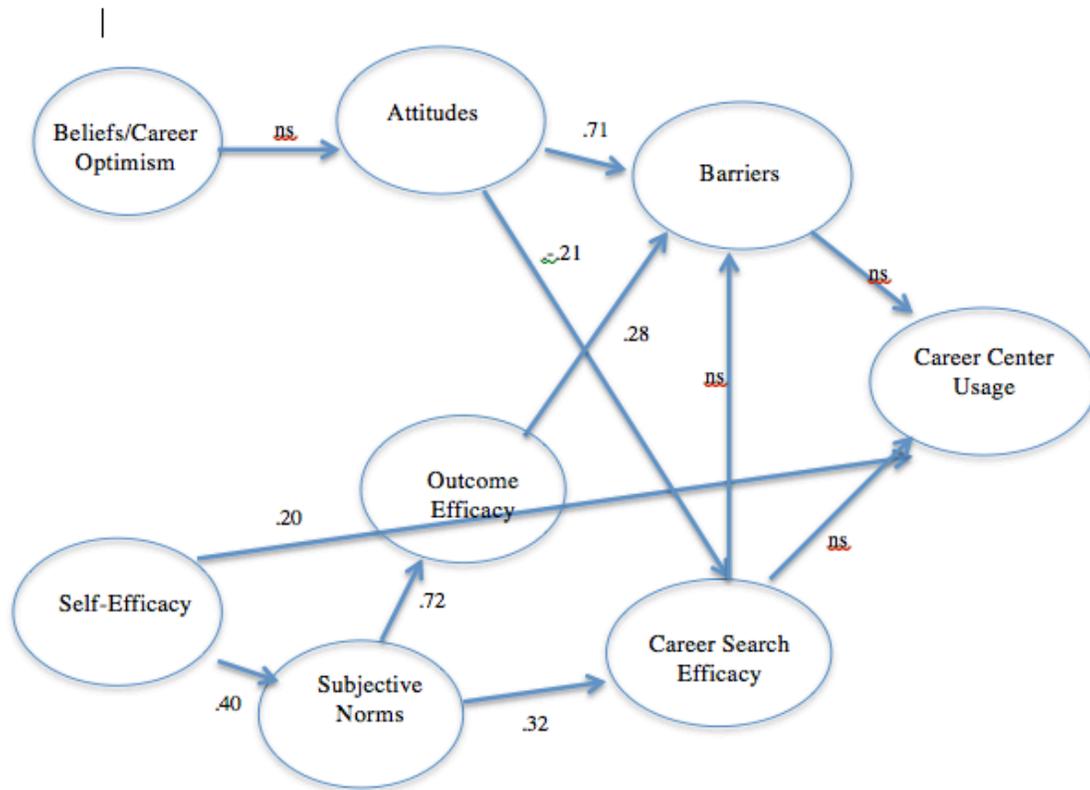


Table 1 presents the zero-order correlation matrix for all Study variables. We tested hypotheses using maximum likelihood structural equation modeling (AMOS 21.0). The strategy accounts for measurement error in the data and makes it possible to assess hypothesized associations. Confirmatory factor analyses were conducted on multi-item scales to ensure that they met the criteria of face validity, internal consistency, and parallelism (Hunter & Gerbing, 1982). Reliability was estimated by Cronbach's alphas. Three goodness-of-fit indices estimated the fit of the CFA models. The χ^2/df adjusts the χ^2 statistic for sample size (Kline, 1998). The

CFI calculates the ratio of the noncentrality parameter estimate of the hypothesized model to the noncentrality parameter estimate of a baseline model (Bentler, 1990). The RMSEA accounts for errors of approximation in the population (Browne & Cudeck, 1993). We determined that the model fit the data if the relative χ^2 was less than 3, CFI was greater than .90, and RMSEA was less than .10 (Browne & Cudeck, 1993; Kline, 1998). Results are presented next.

Structural equation model results. The first step required calculation of the error variance of each variable to account for measurement error (Bollen, 1989). Initial results indicated that our hypothesized model (see Figure 1) adequately fit the data, $\chi^2(4) = 14.87$, *relative* $\chi^2 = .88$, $p = .61$, $CFI = 1.00$, $RMSEA = .00$. The model results are consistent with all of the hypotheses regarding associations between self-efficacy, subjective norms, outcome efficacy, and career center usage. Self-efficacy positively predicted subjective norms (H5a supported), which then positively associated with negative outcome efficacy (H5b supported). Attitudes positively predicted perceptions of barriers to career center usage (H5c supported). H5D was supported in that outcome efficacy positively predicted perception of barriers (H5d). Additionally, the model supported the hypothesis that barriers will negatively predict career center usage (H1e). Finally, self-efficacy positively predicted participants' career center usage (H1f).

Analysis of correlations between career search efficacy and participants' behavioral usage of university career services found no significant correlations, thus the second hypothesis that career search efficacy would negatively correlate with use of career services was not supported. Additional analysis of students' awareness of career center services, the career center's location and their personal usage of those services was

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conducted. Of the 237 participants, only 70% correctly identified the correct location of the career center when given a list of possible locations. Only 35% of participants' had ever used any of the career center's services, with the most commonly used services by students' included offered resume workshops, (43%) and the spring and fall job fairs hosted by the university's career center (42%; 40%).

Implications and Directions for Future Research

Professional preparation and success cannot be solely attributed to the influences of perceived behavioral control or perception of barriers, previous research has indicated that graduating from college in a bad economy has negative long-term effects on wages (Kahn, 2010). The results of this study indicate that despite current economic conditions, the vast majority of students are not turning to university career services to assist them in preparing for their post-graduate careers. However, the proposed model was supported through structural equation modeling indicating that subjective norms positively influence students' outcome efficacy regarding career services. This indicates that the attitudes that students perceive their peers, family, and significant others hold toward the career center significantly influence their perception of the career centers usefulness and utility. Additionally, participants' attitudes were significantly positively correlated with their perception of both contextual and objective barriers to using career services. This knowledge gives both universities and their respective career services offices a direction to focus campaigns to increase student usage of their services. Further exploration of the effectiveness of proposed campaigns to change student usage of career services through influencing subjective norms and attitudes would provide more in depth analysis of the potential scope of influence of these factors.

Limitations

Several limitations of this study should be noted. First, the participants of the survey were primarily Caucasian (84%) and female (66%). This does not allow for a significant analysis of the potential differences in career center usage and perception through minority groups. Past research (Scott, Belke, & Barfield, 2011) has indicated that minority groups such as gay, lesbian, and transgender students have hesitated to utilize services they feel are improperly equipped to prepare them to deal with issues in the workplace. Sexual orientation and students' identification as transgender were not measured as a part of this study and may play an additional role in student usage. Additionally, personal factors such as motivation, self-confidence, and support were not analyzed to determine their potential influence on center usage. These factors have been commonly analyzed in the past to determine students' potential academic success (Kim, Newton, Downey, & Benton, 2010; Yong, 2010). However, this study focused primarily on services usage from the perspective of the theory of planned behavior.

Despite these limitations this study provides a strong preliminary understanding of the role that self-efficacy, subjective norms, attitudes, and perceived barriers played in university students usage of services available to them for their career preparation. Based on the results of this investigation self-efficacy, attitudes and norms (which in turn influence perceptions of barriers to usage) do influence students' usage of available career services.

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APPENDIX B: OUTCOME EFFICACY

(Measure: Students' expected outcome efficacy regarding impact of using CC)

Adapted from Elder, Regan, Pallerla, Levin, Post, and Cegela's Outcome Efficacy scale

Please use the scale below to indicate the degree to which you agree with the following statements.

Strongly Disagree
Neither Disagree or Agree
Agree
Strongly Agree

1. Using services offered by the Career Center will improve your chances of getting a job?
2. Looking at articles on the Career Center's website will increase your chances of getting a job?
3. Looking at tips on the Career Center's website will increase your chances of getting a job?
4. Getting a second opinion on your resume will improve your chances of getting a job?
5. Getting a second opinion on your interview skills will improve your chances of getting a job?
6. Asking a friend or family member to go with you to the career building workshops will increase the likelihood of your attending?
7. Teaching yourself about your career and job search skills will increase your chances of getting a job?

APPENDIX C: SUBJECTIVE NORMS

(Measure: Students' perceptions of subjective norms regarding career services usage)

Adapted from Quine and Rubin (1997)

Please use the scale below to rate the following statements based on your perceptions of the reaction of those listed in the statement. .

- +2 Very good
- +1 Good
- 0 Neutral
- 1 Slightly Bad
- 2 Very Bad

1. My close friends would be in favor of my using the Career Center.
2. My parent(s)/guardian would be in favor of my using the Career Center.
3. My academic advisors would be in favor of my using the Career Center.
4. My family would be in favor of my using the Career Center.
5. My romantic partner would be in favor of my using the Career Center.
6. My classmates would be in favor of my using the Career Center.

APPENDIX D: CAREER FUTURES INVENTORY- CAREER OPTIMISM

(Measure: Students' career optimism and career planning tasks)

Adapted from Rottinghaus (2005)

Please use this scale to indicate the degree to which you agree with the following statements.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

I get excited when I think about my career.

Thinking about my career inspires me.

Thinking about my career frustrates me.

It is difficult for me to set career goals.

It is difficult to relate my abilities to a specific career plan.

I understand my work-related interests.

I am eager to pursue my career dreams.

I am unsure of my future career success.

It is hard to discover the right career.

Planning my career is a natural activity.

I will definitely make the right decisions in my career.

APPENDIX E: SELF-EFFICACY

(Measure: Students' efficacy regarding ability to use CC)
Adapted from Sin, Jang, and Pender's efficacy scale (2001)

Instructions: Below are some statements regarding everyday life. Please rate the statements from 0 to 100, where 0 indicates no confidence and 100 full confidence, that you would go to the Career Center in each circumstance.

When I am feeling tired.

When I am feeling under pressure from work.

During bad weather.

After recovering from being laid off or fired.

During or after experiencing personal or school problems.

When I am feeling depressed.

When I am feeling anxious.

When I have too much work to do at home.

When I have friends or guests visiting.

When there are other interesting things to do.

If I don't reach my career goals.

Without the support of my friends or family.

During a vacation.

When I have other time commitments.

After experiencing problems in school.

APPENDIX F: CAREER SEARCH EFFICACY SCALE

(Measure: Students' current networking, interviewing, and job search efficacy)
Adapted from Solberg (1994)

Please answer the following statement from 0 to 10, where 0 is 'no confidence at all' and 10 is 'complete confidence.'

How much confidence do you have that you could....

Organize and carry out your career plans.

Identify an employer with job opportunities you want.

Research potential career options prior to searching for a job.

Achieve a satisfying career.

Identify your work skills

Deal effectively with social barriers. Know how to relate to your boss to enhance your career.

Contact a personnel office to secure a job interview

Conduct an information interview.

Evaluate a job during an interview.

Develop effective questions for an information interview

Prepare for an interview.

Join organizations that have a career emphasis.

Use your social network to identify job opportunities.

Utilize your social networks to gain employment.

APPENDIX G: PERCEIVED BENEFITS AND BARRIERS

(Measure: Students' perceived barriers to using the Career Center and the benefits they perceive from doing so)
Adapted from Zheng (2010)

Instructions: Please indicate the degree to which you agree with the following statements regarding visiting the Career Center by selecting the following options:

Strongly Agree

Agree

Disagree

Strongly Disagree

Going to the Career Center will help me reduce the time I spend looking for a job/internship

Going to the Career Center will reduce my stress over my future

Going to the Career Center will help me avoid making career mistakes

Going to the Career Center will improve my chances of getting a job.

Going to the Career Center is difficult to manage when I am tired.

Going to the Career Center will make me feel more confident.

Going to the Career Center will improve my career skills.

Going to the Career Center is unnecessary for someone who already has career skills

I'm too busy to have time to go to the Career Center.

I don't understand the benefit of going to the Career Center.

The Career Center isn't necessary for me because my parents/friends/others give me career advice.

Lack of time makes it difficult to go to the Career Center.

I don't understand how to set up a meeting with the Career Center.

I worry that the Career Center won't be able to help me.

I don't need the Career Center because I have a job.

I worry that visiting the Career Center and focusing on my career will negatively impact my grades.

Going to the Career center can/will make me feel more confident in my skills.

Going to the Career Center will keep me from struggling to find a job.

Going to the Career Center is an extra burden because I have so many other Things to handle.

APPENDIX H: EVIDENCE BASED ATTITUDES SCALE

(Measures: Students' attitudes toward Career Center)

Adapted from Aarons, Cafri, Lugo, & Sawitzky (2012)

Please respond to the following statements by rating them 0 to 4 based on the degree to which you agree with each one.

0= Not at all

4= Very Great Extent

1. Going to the Career Center makes it easier to connect with employers.
2. Going to the Career Center makes it harder to develop a work network.
3. The Career Center is too complex to deal with.
4. The Career Center is not useful for people with multiple problems.
5. The Career Center is not useful for those who haven't decided their career path.
6. The Career Center does not do individual sessions.
7. The Career Center's services are too narrowly focused.
8. I wouldn't go to the Career Center even if my parents wanted me to.
9. I would go to the Career Center if I knew more about how it works.
10. I would go to the Career Center if I knew they could solve **my** problems.
11. I would go to the Career Center if I could pick and choose which services I used.
12. I wouldn't go to the Career Center if it fit into my schedule.
13. I prefer to work on my own without the Career Center's help.
14. I don't want anyone to micromanage my job application process.
15. I do not need to be "monitored" as I apply for jobs.
16. I am not satisfied with my job search skills.
17. I don't know how to fit the Career Center into my busy schedule.
18. I would use the Career Center if it had a class offered for credit.
19. I would not go to interview/resume/job search training if it were provided.
20. Getting feedback and support from the Career Center would help me do better in applying for jobs.

Appendix I: DEMOGRAPHICS

1. Please Indicate your gender: Male Female
2. Please indicate your age: _____years.
3. What is your race and ethnicity? Please check all that apply:
 - Black, African, or African American
 - American Indian or Alaska Native (Please indicate your principal tribe:_____)
 - Asian or Pacific Islander
 - Asian Indian
 - Cambodian
 - Chinese
 - Filipino
 - Hmong
 - Japanese
 - Korean
 - Other Pacific Islander (Please specify:_____)
 - Other Asian (Please specify:_____)
 - Hispanic, Latino, or Spanish
 - Mexican, Mexican American, Chicano
 - Puerto Rican
 - Cuban
 - Another Hispanic, Latino, or Spanish origin (Please specify_____)
 - White or Caucasian
 - Some other race
 - Please specify:_____
 - Laotian
 - Native Hawaiian
 - Pakistani
 - Vietnamese
 - Guamanian or Chamorro
 - Samoan
 - Thai
4. What is your Parents/guardians level of education:
 - Some high school
 - High school Diploma/GED
 - Technical School
 - Some College
 - Associates Degree
 - Bachelors Degree
 - Professional Degree(s)
5. What is your major:_____
6. What is your current overall GPA: _____
7. What is your year in college:
 - Freshman
 - Sophomore

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- Junior
 - Senior
 - Graduate
8. What college do you belong to:
- Firelands
 - College of Arts and Sciences
 - College of Business Administration
 - College of Education and Human Development
 - College of Health and Human Services
 - Graduate College
 - College of Musical Arts
 - College of Technology
 - Other: Please specify_____
9. What is the current location of the Career Center:_____
- Are you currently an active member in any